

Adults and Safer City Scrutiny Panel Meeting

Tuesday, 25 September 2018

Dear Councillor

ADULTS AND SAFER CITY SCRUTINY PANEL - TUESDAY, 25TH SEPTEMBER, 2018

I am now able to enclose, for consideration at next Tuesday, 25th September, 2018 meeting of the Adults and Safer City Scrutiny Panel, the following reports that were unavailable when the agenda was printed.

Agenda No	Item
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| 7 | <u>Overview of the Adult Education Offer and Outcomes for Residents (Pages 3 - 10)</u> |
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[Joanne Keatley, Head of Adult Education, to present report;
Covering Report will be sent to Follow]

If you have any queries about this meeting, please contact the democratic support team:

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Adults and Safer City Scrutiny Panel

25 September 2018

Report title	Overview of the Adult Education Offer and Outcomes for Residents	
Cabinet member with lead responsibility	Councillor Lynne Moran	
Wards affected	All	
Accountable director	Meredith Teasdale, Director of Education	
Originating service	Adult Education Service	
Accountable employee(s)	Joanne Keatley	Head of Adult Education
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Report to be/has been considered by	Education Leadership Team	20 August 2018
	Strategic Executive Board	4 September 2018

Recommendation(s) for action or decision:

The Adults and Safer City Scrutiny Panel is recommended to:

1. Provide feedback to Adult Education on the suitability of the offer made for residents
2. Consider the possible implications for the service of the Adult Skills Budget being devolved to the West Midlands Combined Authority.

1.0 Purpose

- 1.1 The purpose of this report is to provide the scrutiny panel with an overview of the adult education offer and outcomes for residents.

2.0 Background

- 2.1 The Further Education sector is divided into FE Colleges, Adult and Community Learning Providers and Training Providers. Adult Education Wolverhampton (AEW) is an Adult and Community Learning (ACL) provider. Adult and Community Learning providers are usually part of local authorities. The ACL sector has a distinct focus and purpose enshrined in lifelong learning and the wider benefits of learning. Most ACL providers have a mixed portfolio of skills and community learning funding which positions them to make a valuable contribution to agendas such as health and well-being, qualifications and skills, employment and community cohesion.
- 2.2 AEW's funding is for adults aged 19 and over. AEW's unique position as an ACL provider affords it the opportunity to attract adults who are returning to learning and seeking a safe, discrete learning environment with other adult learners. It allows adults to be the primary focus and caters specifically for the needs of adults rather than those of young people. Adults are well supported, often overcoming health and specific learning barriers that they have had since school or developed in early adulthood.
- 2.3 Governance of the service has been strengthened through the introduction of an advisory board. Its focus is on the responsiveness and quality of the curriculum offer. It is chaired by the Cabinet Member for Education and Skills and made up of a cross section of Council and external members.
- 2.4 The City of Wolverhampton Council receives just over £3m annually from the Department for Education via the Education and Skills Funding Agency to provide the Adult Education Service. The service was rated Ofsted Outstanding in December 2014 and continues to offer an excellent student experience to circa 2,500 Wolverhampton adult residents annually.
- 2.5 The AEW curriculum is designed to meet its mission and make a positive difference to the lives of individuals and communities through high quality learning that inspires, challenges and leads to further learning and employment. The curriculum targets residents from deprived communities, with low levels of skills and qualifications and high levels of unemployment. The curriculum is designed to widen participation in learning and offer opportunities to improve health and well-being. The service has strengths in areas such as English, maths and English for Speakers of Other Languages (ESOL) alongside vocational and technical provision at level 2 and below and provision specifically designed for those with mental health issues and learning disabilities. The service also provides opportunities for adults to enter higher education after following an Access to Higher Education programme.
- 2.6 The service works hard and purposefully to provide an inclusive learning environment to support its impact on community cohesion. The service has tendrils in targeted

communities, directly and through strategic and delivery partnerships, to engage those furthest from learning, employment and good health.

- 2.7 Inclusivity is further enhanced through national funding rules that offer full fee remission to individuals on a low household income and, for the first time this year, full fee remission to employed individuals on an income below £15,700.

All English and maths provision up to and including GCSE is fee remitted. The overarching premise is that those who can pay should. The 2018-19 Fees Policy for Adult Education sets the standard hourly rate at £4.00. This would be paid by those who are not eligible for full-remission from fees according to the government eligibility rules.

Fees can be a barrier to learning for those marginally above the thresholds.

- 2.8 The City Learning Quarter (CLQ) will be developed around the Old Hall Street area of the city centre. This includes the City of Wolverhampton College's Metro One Campus, the council's Adult Education Service, and Central Library. The aim is to improve the offer to all users of the library, college and adult education provision. The City Learning Quarter will also see investment in the buildings and public realm around them as part of Wolverhampton's regeneration programme.
- 2.9 There is an understanding between the City Council and the College to integrate the Adult Education Service and the College's adult and community offer to provide a seamless offer to residents whilst maintaining choice and quality of provision.

3.0 Headline Data:

- 3.1 The following information provides a broad overview of key data for the City.

Wolverhampton has significantly higher levels of its population with no qualifications: in 2016 19.4% of the working age population had no qualifications compared to 7.8% in England. To bridge the gap a further 18,612 Wolverhampton residents would need to gain a recognised qualification.

In 2016, 23.3% of residents in Wolverhampton held a qualification at level 4 or above compared with 37.9% of people in England. A further 23,278 Wolverhampton residents would need to achieve a level 4 qualification to reach the England level.

In 2011, 19% of the Wolverhampton population had literacy skills below level 1, compared to 14.9% in England.

For numeracy the gap is wider with 58.6% of the population having numeracy skills below level 1 and 49.1% in England. Having numeracy skills below level 1 means a person may not be able to understand price labels or pay household bills.

One in three families live in poverty, which is 20% above the England average. The life expectancy gap between the richest and poorest wards in 2015 was 9.5 years for women and 11.3 years for men.

5.1% of the working age population claimed unemployment benefit in November 2017, which is 2% higher than the England average.

3.2 Student Profile 2017-18 Academic Year:

Student Numbers: 2,548
Enrolment Numbers: 6,249

Equality and Diversity:

22% Male (City - 49.5%), 78% Female (City 50.5%),
47% BME (City – 35.5%),
20% Declared disability/learning disability of which 17% mental health issue

Age:

1% 16-19,
19% 20 – 29,
68% 30 – 64,
12% 65+

84% of students are Wolverhampton Residents and 14% other West Midlands residents
49% students are from the 9 most deprived wards of the City
27.45% of students are from the Lower Super Output Areas (LSOAs) with a deprivation marker of 1.

Employment Status:

34% Unemployed and looking for Work (City - 5.1%);
39% Employed;
25% Economically Inactive (unemployed and not looking for work, retired, in voluntary work)

4.0 Curriculum Offer 2017-18

4.1 The curriculum is designed to provide multiple entry points from community engagement up to level 2, 3 and above. Following engagement, there are linear and non-linear pathways to take adults through to meaningful outcomes including employment and further learning with AEW or other FE and HE providers. Examples of linear pathways would include progression from entry level, in a subject such as maths or English, up through the levels to GCSE in the same subject. Non-linear progression would be a student starting their journey studying, for example, a basic skill such as English or maths but then moving sideways to a vocational subject such as Health and Social Care or Supporting Teaching and Learning in School.

- 4.2 Given the poor levels of literacy and numeracy skills for adults in the City and the importance of these skills to function well in work, community and society, the AEW curriculum concentrates on improving these skills from many angles. It is designed to provide English and maths development discretely, as part of a learning package, embedded in vocational/employability packages and in targeted 'skills builder' workshops. Skills are offered from entry level to GCSE in both maths and English.
- 4.3 This year 73% of the 37 students taking GCSE English gained a level 4 and above. In maths 95% of the 33 students taking GCSE maths gained and level 4 and above. Both are above the national average and exemplify Adult Education's strength to support adults to improve their skills and qualifications.
- 4.4 Typically, following Careers, Education, Information Advice and Guidance (CEIAG), adult learners interested in re-entering the labour market, or looking to change/improve their earning power, follow multiple courses. These are packaged as a 'Programme of Study', taken concurrently or sequentially and inclusive of English, maths and ICT. The vocational areas of study would include health and social care, supporting teaching and learning in schools, business administration and customer service.
- 4.5 AEW offers provision designed for adults with learning difficulties and disabilities. There are two key pathways one designed to maintain skills and gain independent living and the other designed to progress skills sufficiently to gain greater independence, maintain or gain voluntary work or move towards paid employment.
- 4.6 The AEW 'Like Minds' programme supports individuals with mental health difficulties. They are referred to the programme by their GP or other health professional. The programme concentrates on practical creative and craft-based activities, whilst building self-confidence, self-esteem, friendships and resilience.
- 4.7 In partnership with schools and children's centres, the service offers family learning opportunities targeted at parents whose children are at risk of low attainment.
- 4.8 Approximately 13% of provision is English, 10% maths, 11% ESOL, 13% Preparation for Work and Foundations for Learning and Life, 9% Creative subjects, 9% Information and Communication Technology (ICT), 7% family learning, 7% British Sign Language, 5% Health and Social Care, 2% Teaching Assistants with the remainder being other vocational subjects.
- 4.9 5% of provision is at pre-entry level, 48% at entry level, 32% at level 1 (pre-GCSE), 13% at level 2 (5 GCSE grade A-C equivalent) and 2% at level 3 and above.
- 4.9.1 ESFA funding does not support non-progressive informal learning. However, the benefits of learning for learning sake are well known. To support this agenda AEW has developed a model of 'Learning Clubs'. The service markets this provision, provides accommodation and administrative support but the tutors are self-employed, and the provision is not Ofsted inspected. There are approximately 30 learning clubs, offered on a termly basis,

in subjects such as furniture restoration club, knitting club, gardening club, water colours club and ceramics club.

5.0 Student Outcomes for 2016-17

- 5.1 Annually a survey called the Next Steps survey is undertaken with students to determine where they are progressing to following their learning experience. In 2016-17 5% of those completing the survey progressed to full-time employment, 4% to part-time employment, 4% became self-employed, 10% reported getting a better job or promotion, 11% gained a job interview, 9% moved on to a traineeship, apprenticeship, work placement or internship and 14% became volunteers.
- 5.2 From the same sample 65% reported an improvement in their general confidence, 27% improved mental health, 19% improved physical health and 25% felt more able to support their child's education with a further 19% reporting improved confidence in their parenting skills.

6.0 Programmes and Partnerships:

6.1 Employment Programmes and Partnerships:

- 6.1.1 The service works closely with the local job centres and fosters productive relationships with Work Coaches enabling a responsive curriculum offer that supports progression to employment opportunities. Examples include:
- 6.1.2 Sector Based Work Academies (SBWA) for local employers. A total of 12 programmes have been delivered to date; 125 students took part and 17% gained employment directly with the companies involved, a further 8% continued with Adult Education to further develop their skills.
- 6.1.3 Employability courses developed in response to local and JCP referral needs in sector specific areas include: 'Get Ready for Hospitality, a Caring Career, Office Skills, Childcare, Working in a School and general employability upskilling programmes.
- 6.1.4 AEW also works directly with employers to provide workplace training for employees. Most of this work is paid for by the employer although the service is beginning to provide English and maths courses for council employees which can be offered without a charge to the employer or employee.

6.2 Health and Well-being Programmes and Partnerships:

- 6.2.1 AEW's community learning funding is targeted at widening participation in learning to impact on broad agendas such as improving health and well-being, reducing social isolation, improving community cohesion.
- 6.2.2 For health and well-being examples of activity include:
- 6.2.3 Delivery of a 'Like Minds' programme for those with mild to moderate ill health by referral by GPs and other health professionals
- 6.2.4 Delivery of a 'Life Skills' programme for those with mild to moderate learning difficulties and disabilities.
- 6.2.5 Delivery of engagement courses in partnership with the Beacon Centre for the Blind
- 6.2.6 In partnership with the Solace Community, who provide support for homeless people, provision of a public art project to engage with rehabilitating drug users and alcoholics
- 6.2.7 Delivery of an Introduction to Improving Health Awareness for pharmacy and other health focussed frontline staff. This is in partnership with Public Health
- 6.2.8 Delivery in residential care homes for people living with dementia.

6.3 Family, Social and Community Integration Programmes and Partnerships:

- 6.3.1 Family Learning programmes are designed to engage parents in the education of their children but also raise the language, literacy and numeracy levels of those parents and progress them to learning for their own needs. The benefits of family learning are both raised attainment levels for children and improved skills and qualifications for parents. Adult Education works in partnership with schools such as: Goldthorn Park Primary School, Merridale Primary School, Woden Primary School, Graislely Primary School, Lunt Community Centre, Wolverhampton Children's Centres, Kingswood Trust.
- 6.3.2 English as a Second Language (ESOL) forms a significant part of the AEW offer. The programme is offered during the daytime and evening at the Old Hall Street Centre and attracts both unemployed and employed residents whose language is a barrier to either their community engagement, employability or progression from low paid work to higher paid work. In addition to the main curriculum the impact of the service's work is enhanced through working on a variety of projects with partners across the City.
- 6.3.3 Over 90% of students taking a language qualification in the last academic year achieved; this is above national benchmarks.
- 6.3.4 To support social inclusion the service partners with many organisations across the city and delivers primarily arts and exercise programmes, partners include: Wolverhampton and Bilston Art Galleries, The Way Youth Zone, GA Sakar Day Centre, Bahamkali Temple, Wolverhampton Voluntary Sector Centre, Bob Jones Community Hub, Brick Kiln Street Community Centre, Dunstall Community Centre

7.0 Questions for the Adults and Safer City Scrutiny panel to consider

- 7.1 From 2018-19 the Adult Education Budget will be devolved to the West Midlands Combined Authority and the priorities may be more targeted at improving qualifications, skills and employment outcomes. <https://www.gov.uk/government/news/preparing-for-adult-funding-devolution>

Given AEW's wider work to impact on health and well-being, community cohesion and social isolation, can the panel suggest opportunities to safeguard this valuable work?

8.0 Financial implications

- 8.1 There are no financial implications arising from this report at present, however it should be noted that from financial year 2019-2020 grant funding for Adult education will come in the main via the West Midlands Combined Authority rather than directly from central government. This may have financial implications in forthcoming years which are as yet unknown.

[JB/20092018/W]

9.0 Legal implications

- 9.1 There are no immediate legal implications arising from this report. [RB/19092018/I]

10.0 Equalities implications

- 10.1 There are no equality implications arising from this report as it is an information report for scrutiny. An equalities analysis has not therefore been completed.

11.0 Environmental implications

- 11.1 There are no environmental implications arising from this report.

12.0 Human resources implications

- 12.1 There are no human resources implications arising from this report.

13.0 Corporate landlord implications

- 13.1 There are no corporate landlord implications arising from this report.

14.0 Schedule of background papers

- 14.1 There are no background papers for this report.